

D**Erasmus Policy Statement (Overall Strategy)*****D. Erasmus Policy Statement (Overall Strategy)***

The Institution agrees to publish this overall strategy (all three parts) on its website within one month after the signature of the Erasmus Charter for Higher Education by the European Commission.

Please describe your institution's international (EU and non-EU) strategy. In your description please explain a) how you choose your partners, b) in which geographical area(s) and c) the most important objectives and target groups of your mobility activities (with regard to staff and students in first, second and third cycles, including study and training, and short cycles). If applicable, also explain how your institution participates in the development of double/multiple/joint degrees. (max. 5000 characters)

Original language [EN]

The CIFP de Hostelería y Turismo joined the LLP-Erasmus programme in 2008. Since then, several bilateral agreements have been signed with different institutions in Europe: in France and Finland. We consider a priority to establish international relationships with other institutions in the European Union aiming to promote:

- The European spirit and the awareness of common values and culture.
- The dialogue and cooperation with other institutions from the Union with the goal of reaching a methodological convergence.
- The exchange of experiences and pedagogical proposals with other institutions from the Union by means of teaching staff mobility.
- Students mobility in Europe

The key objectives to be reached through the participation in the Erasmus programme are:

- To raise the institution's international profile
- To internationalize the students and staff curriculum
- To engage actively with the Bologna process and the creation of a European Space for Higher Education

Erasmus students mobilities started during the academic year 2009-2010. Since then, the institution has applied for EU funds to support these activities.

The CIFP de Hostelería y Turismo will watch over the integration of disabled people and will always guarantee the right to equality of opportunity, no matter sex, race, religion or socioeconomic status. Our educational project stands for openness, freedom of thought, pluralism and non-discrimination. The diversity policy creates conditions to treat everyone on the basis of merits, abilities and potential regardless of gender, origin or other distinction

a)How we choose our partners

The first step to proceed will be the search of partners abroad to work with. The quality of mobility activities for our students will be assured by the establishment of learning agreements. We will select partner centers depending on their curricular compatibility, and our students on the basis of linguistic skills, academic records, and behavior at our Educational Centre.

b) In which geographical areas we search for partners

To find suitable places for our students we would take into account our partners advice in the host country that could act both as a host institution or as a reference to contact with other companies abroad.

We seek partners in France because is a country leader in the area of Catering and Tourism. At the present we have signed "letters of intent" with: Lycée Jean Guéhenno, in Vannes; Lycée Hôtelier de Dinard, both in Brittany, France. And with "Lappia Vocational College", in Lappia, Finland

c)Target groups

The beneficiaries are students of high vocational training from the professional family of "Tourism and Catering" who will carry out a training or study period abroad in companies or Institutions from countries of the European Union. Staff will be a target group too.

The selection procedure of the students who want to participate in the mobilities would be totally open, clean and transparent.

If applicable, please describe your institution's strategy for the organisation and implementation of international (EU and non-EU) cooperation projects in teaching and training in relation to projects implemented under the Programme. (max. 2000 characters)

Original language [EN]

Once approved the programming annual activities report, the institution will designate an European programmes coordinator for the academic year. The coordinator and departments members develop an annual planning activities which includes objectives, skills to be acquired by teachers and students participating in mobility programmes and evaluation criteria to be applied.

The activities to undertake by the departments will be:

Beneficiaries linguistic preparation.

Elaboration of a preparation, monitoring and evaluation plan .

Selection of students and staff, advising and other support needed for mobilities.

Visits to partner institutions related to the preparation, monitoring and evaluation of the activities included in the programme.

Specific provisions to ensure the quality of placements for students and traineeships.

A procedures manual will describe the stages of management which includes:

- Models of agreements of the projects.
- Report of the beneficiary.
- Report of the companies or institutions that receive the students
- Code of conduct and commitment of all parties involved.

Evaluation is an important part at the end of the programme. The results will be reflected in our annual report and will be useful to formulate the strategic lines for the following year.

Please explain the expected impact of your participation in the Programme on the modernisation of your institution (for each of the 5 priorities of the Modernisation Agenda*) in terms of the policy objectives you intend to achieve. (max. 3000 characters)

Original language [EN]

1. Increasing attainment levels to provide the graduates and researchers Europe needs

Encourage outreach to school students from underrepresented groups and to 'nontraditional' learners, including adults; provide more transparent information on educational opportunities and outcomes, and tailored guidance to inform study choices and reduce drop-out.

2. Improving the quality and relevance of higher education

- Encourage a greater variety of study modes (e.g. part-time, distance and modular learning, continuing education for adult returners and others already in the labour market), by adapting funding mechanisms where necessary.
- Better exploit the potential of ICTs to enable more effective and personalised learning experiences, teaching and research methods (eg. eLearning and blended learning) and increase the use of virtual learning platforms.

3. Strengthening quality through mobility and cross-border co-operation

- Ensure the efficient recognition of credits gained abroad through effective quality assurance, comparable and consistent use of ECTS and the Diploma Supplement, and by linking qualifications to the European Qualifications Framework.

4. Making the knowledge triangle work: Linking higher education, research and business for excellence and regional development

- Encourage partnership and cooperation with business as a core activity of higher education institutions, through reward structures, incentives for multidisciplinary and cross-organisational cooperation, and the reduction of regulatory and administrative barriers to partnerships between institutions and other public and private actors.

5. Improving governance and funding

- Facilitate access to alternative sources of funding, including using public funds to leverage private and other public investment (through match-funding, for example).

* COM (2011) 567 (<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2011:0567:FIN:EN:PDF>)

